

Newton-Conover STEM Middle School 2015-2016 School Improvement Plan

School Vision and Mission

Vision: To inspire students to be actively engaged in exploring academics, the arts, and athletics.

Mission: Newton-Conover STEM Middle School will promote a caring environment that empowers all students to be successful.

LEA Number: Newton-Conover City Schools (182)

School Name: Newton-Conover STEM Middle School (321)

School Address: 873 Northern Drive NW Conover, NC 28613

Plan Years: 2014-2017

Date Prepared: September 30, 2015

Date Revised and Updated: November 9, 2015

Submitted to NCDPI: November 10, 2015

[Click here](#) to access the *SIP Presentation for the Newton-Conover City Schools Board of Education*

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Signature	Date
Principal	Dr. Rosanna Whisnant		
Assistant Principal	Ashley Pack		
6th Grade Teacher	Charles Rananto		
8th Grade Teacher	Sheridan Summer		
STEM Team Representative	Amanda Crouch		
Assistant Principal	Jessica Schouweiler		
SIT Chair	Kristy Smith		
7th Grade Teacher	Rae MacIver		
Instructional Support Teacher	Marylynn Miles		
Exceptional Children Teacher	Charles Draper		
Parent Representative	Kim Thornburg		
Parent Representative	Susan Holbrook		

State, District, and School Goals

Although Newton-Conover STEM Middle School addresses many of the priorities through their action steps and district initiatives, the table below provides the two overarching school improvement goals and their alignment to district priorities and North Carolina State Board of Education goals.

State Board of Education Goals	Newton-Conover City Schools District Priorities	Newton-Conover STEM Middle School School Improvement Goals
Goal 1 – North Carolina public schools will produce globally competitive students.	<ul style="list-style-type: none"> ● Priority 1.1: Increase proficiency by at least 10% from current proficiency or to the state average or better in all state tested areas ● Priority 1.2: Graduate students prepared for Career, College and Citizenship ● <i>Refer to Appendix A for sub-goal details.</i> 	<p>Priority 1.1 School Improvement Goal: Newton-Conover STEM Middle School will improve core instruction so that EOG proficiency will increase overall proficiency in reading, math and science to at least 55% overall and at or above the state average in all tested subjects by June 2016 as measured by state EOG assessments. <i>(This goal supports District Priorities 1.1, 1.2, 2.1, 2.2, 3.1 and 5.2.)</i></p>
Goal 2 – North Carolina public schools will be led by 21st Century professionals.	<ul style="list-style-type: none"> ● Priority 2.1: Create an open and trusting environment that is conducive for professional dialogue and a focus on student needs ● Priority 2.2: Provide ongoing training and support in real-time to support the needs of the staff 	
Goal 3 – North Carolina Public School students will be healthy and responsible.	<ul style="list-style-type: none"> ● Priority 3.1: Extend learning opportunities outside of the classroom (for students and staff) ● Priority 3.2: Create and maintain a safe, respectful and caring environment 	<p>Priority 3.2 School Improvement Goal: Newton-Conover STEM Middle School will develop and implement a framework to promote student engagement, positive behavior and high expectations through PBIS so that discipline referrals will decrease by 40% as measured by monthly and yearly discipline data comparisons. <i>(This goal supports District Priorities 1.2, 2.1, 2.2, and 3.1, 3.2, 4.1.)</i></p>

Goal 4 – Leadership will guide innovation in North Carolina public schools.	<ul style="list-style-type: none"> ● Priority 4.1: Engage students in the learning process ● Priority 4.2: Provide and communicate quality choice options for students and families 	
Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.	<ul style="list-style-type: none"> ● Priority 5.1: Improve the system's processes for timely internal and external communication ● Priority 5.2: Establish formal business and community partnerships 	

School Data and Summary Analysis - Newton-Conover STEM Middle School

Guiding Questions: *Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walkthroughs/observations), and student learning (also walkthroughs/observations as well as data.)*

1. What does the analysis tell you about your school's strengths?

Attendance

- Student Attendance: >95%

Assessments

- 6th grade reading cohort growth +2.37%

Culture

- Returned to middle school model and added advisor-advisee time
- Schedule includes courses that are more developmentally appropriate for students (45-60 min.)

Local Staff Survey Results 2014-15

- The Administration at my school makes student learning a goal for our school (97%)
- The Administration values staff opinions. (93.5%)
- Academic Work is presented in interesting and varied ways. (95.5%)
- Teachers and staff believe that all students can learn. (93%)
- Parents and guardians feel welcome at this school. (97.7%)
- Staff really care for students at this school. (93.2%)
- Students and Staff feel safe at this school. (93.5%)

Local Student Survey Responses 2014-15

- Teachers believe all students can learn. (84.6%)
 - Principal / AP thinks learning is important. (89.7%)
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Local Parent Survey Results from 2014-15

- Administration make learning a priority at my school.(84.8%)
 - Administration makes themselves available to my needs. (84.3%)
 - Parents trust teachers to make sound decisions about their child's education. (87%)
 - My child's teachers make themselves available to support my student. (82.6%)
 - Parents understand the behavioral consequences. (85%)
 - This school has clear rules and consequences (87.7%)
 - Parents would give the School a grade of an A or B (83.1%)
-

Parent and Community Connection

- Fathers Actively Making Improvements In Leading Youth (FAMILY) has been active and involved with NCMS for a full year
 - Increased attendance in Family Nights and learning opportunities
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STEM Transition

- STEM Team developed, and the school has been through one year of planning and training to become a STEM School
 - 80% of faculty attended Buck Institute PBL Training.
 - School hired new STEM Coordinator/AP Position to drive the STEM Initiative
 - STEM Team has been working hard to connect with the community and with businesses
 - Acquisition of the New Schools grant provides professional development conducive to being a successful STEM school
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Miscellaneous

- State of the Art Building with Platinum Leed Certification
- Revitalized and repurposed media center
- Writing several grants to fund several STEM and innovative upgrades
- Technology and Infrastructure

- Partnership with the Cove Church, CVCC, Farm Bureau, and Agriculture Extension
- Central Office and Middle School Administration share the same vision
- Piloted EduCam Camera System that added improvements to safety, and access to instruction for those away from class

2. What does the analysis tell you about your school's gaps or opportunities for improvement?

Assessments

- Significant drops (from -8.7% to -20%) in all cumulative from 2013-14 school year
- Only 14.1% of Black students are proficient on EOGs/EOCs.
- Only 8.2% of LEP students are proficient on EOGs/EOCs.
- Black students underperform EDS students in every tested area.
- NCMS had -17.54 EVAAS growth composite on EOGs in 2014-15.
- Our Case 21 Benchmark data was not indicative of our students' performances on the EOGs. Most scored significantly higher on the Case 21 Benchmarks than on the EOGs
- EOGs and EOCs did not count as part of the students' grades during the 2014-15 school year. During the 2015-16 school year, assessment scores will count as follows student's grades:
 - Case21 Benchmarks -- percentage given by Case21 curve; weight as 10%
 - Teacher-Made Benchmarks -- by local curve; weight as 10%
 - EOGs -- local curved which is 20% of total grade for year

Case21 Benchmarks

- Please see Appendix A.

Culture

- Discipline and consistency are ongoing issues.

Discipline

- All administrators must be on the same page in terms of all operational and instructional decisions.
 - Please see Appendix B.
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Staff Survey Results

- Teachers are trusted to make sound professional decisions about instruction (68.2%)
 - The Central Office Staff is helpful and supportive our school level staff (61.4%)
 - All students are treated fairly and consistently at this school (72.8%)
 - Staff understand the rules and consequences for misconduct. (70.5%)
 - Staff consistently holds students to high expectations for behavior. (67.7%)
 - Teachers are given opportunities to dialogue and plan across grade levels. (61.4%)
 - Staff enjoys working at this school. (54.5%)
 - Staff have adequate access to technology to utilize in classroom instruction. (56.8%)
 - Students have adequate access to technology to enhance learning. (52.3%)
 - 83.1% of our NCMS parents rated our school with a Grade of A or B.
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Student Survey Responses

- Students believe that school is important to principal/AP. (89.7%) (No Opinion 8.6%%)
 - Students do not at times feel they are treated fairly or the same. (36.1%)
 - Students do not feel teacher's care about them. (57.4%)
 - Students do not enjoy coming to school. (23.9%)
 - Students do not at times feel safe at school. (55.3%)
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Parent Survey Results

- My child is able to schedule conferences with School Counselors. (66.7%)
 - My child's teachers believe all students can learn. (72%)
 - My child has adequate access to technology. (73.7%)
 - Current parent perception of the school is not favorable.
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Professional Development

- Professional development was offered for the 2014-15 school year but was not content-specific. The topics were on specific strategies to help increase rigor, vocabulary, and preparation for PBL training from BIE in the summer of 2015.
- Pacing guides were non-existent, teachers were expected to create and write UBD - Stage 1 units. In February the units were no longer made an expectation.
- Teachers lacked resources to develop in developing curricular units and pacing guides and the time to plan in vertical meetings.

3. What data is missing, and how will you go about collecting this information for future use?

- Parent Satisfaction Survey - distributed in October, January, April, June.
- Student Satisfaction Survey - distributed in October, January, April, June.
- Classroom Management Effectiveness Data - collected through school-adopted classroom management Google Form performed weekly by administrators for assigned grade-levels. Data will be used to create professional development for whole-staff, grade-level specific, and coaching opportunities.
- Business Partnership Interest Survey - used to collect information on how we can mutually work together.
- PBIS Monthly Discipline Tracker - used to identify the non-qualifying students for each reward and provide interventions for repetitive students with discipline.
- Care Team Data by grade-level will be used to monitor at-risk students and to being the MTSS process for supporting these individuals.

4. Based on the analysis conducted, what are the top 3-5 priorities that emerge for the school? (Cite relevant evidence from your analysis to support these priorities.)

- Focus on aligning instruction to the content standards
- Focus on building relationships and managing behaviors through PBIS
- Focus on classroom management and student engagement
- Focus on STEM implementation through building community, parent, and business partnerships; providing professional development; and redesigning the school space and day to align with the STEM focus

Priority 1.1 Goal and Associated Strategies

Area of Improvement: Newton-Conover STEM Middle School (NCMS) is currently performing below the state on all End-of-Grade (EOG) tested subjects. Achievement in all grade levels dropped from 2013-14 to 2014-15. NCMS also experienced -17.54 growth during the 2014-15 school year.

SMART Goal: Newton-Conover STEM Middle School will improve core instruction so that EOG proficiency will increase overall proficiency in reading, math and science to at least 55% overall and at or above the state average in all tested subjects by June 2016 as measured by state EOG assessments.

Target/Date: EOG Assessment Results in all areas will improve to at least 55% overall and at or above the state average by June 2016	Benchmark Indicators: CASE 21 Benchmark Assessments, formal and informal formative assessments	District Indicator: EOG Results - Grade-Level Proficiency (GLP) and College and Career Readiness (CCR)
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EOG Reading Data					EOG Math Data					EOG Science Data				
	2013-1 4 % at Levels 4,5	2013-1 4 % at Levels 3,4,5	2014-1 5 % at Levels 4,5	2014-1 5 % at Levels 3,4,5		2013-1 4 % at Levels 4,5	2013-1 4 % at Levels 3,4,5	2014-1 5 % at Levels 4,5	2014-1 5 % at Levels 3,4,5		2013-1 4 % at Levels 4,5	2013-1 4 % at Levels 3,4,5	2014-1 5 % at Levels 4,5	2014-1 5 % at Levels 3,4,5
6th Grade					6th Grade									
State	45.7	56.8	46.6	57.2	State	39.6	46.8	41	48.5					
NCMS	43.4	57.5	39.37	48.87	NCMS	35.4	43.4	26.24	34.39					
7th Grade					7th Grade									
State	47.6	57.3	46.5	56.1	State	38.9	45.9	40	46.9					
NCMS	39.1	53	28.77	36.53	NCMS	35.3	46	21.36	26.03					
8th Grade					8th Grade					8th Grade				
State	42.3	54.2	41.6	53.4	State	34.6	42.2	41	43.2	State	61.9	71.4	63.7	72.6
NCMS	38.1	52.4	22.9	35.98	NCMS	28	34.9	18.6	23.72	NCMS	52.6	66.4	40.19	52.8

2014-15 Testing Data by Sub-Groups

	EOG Reading Data			EOG Math Data			EOG Science Data		
	6	7	8	6	7	8	6	7	8
Asian									
Black									
Hispanic									
Multi-Racial									
White									

Strategy 1: To provide relevant, ongoing professional development to teachers in the core areas

ACTION STEPS	TIMELINE	MONITORING PLAN
The administrative team, STEM team, and media specialist will provide professional development in PLCs will work with teachers on data analysis, STEM integration, technology integration, and behavior	<p>6th Grade Weekly Meetings 1st Tues -- Data 2nd Tues -- Care Team 3rd Tues -- STEM 4th Tues -- Tech Team</p> <p>7th Grade Weekly Meetings 1st Tues -- Data 2nd Tues -- STEM 3rd Tues -- Care Team</p>	<ul style="list-style-type: none"> • Data PLCs will be monitored through grade-level and content-specific smart goals • Care Team Data by grade-level will be used to monitor at-risk students and to being the MTSS process for supporting these individuals. • Goal Team and S.I.T. team surveys and feedback. • STEM PLCs will be monitored through staff feedback from grade-level meetings • Tech Team PLCs will be monitored by Tech Team Members via the District's Tech Team meetings.

support through Cares Team Meetings	<p>4th Tues -- Tech Team</p> <p>8th Grade Weekly Meetings</p> <p>1st Tues -- Data 2nd Tues -- STEM 3rd Tues -- Tech Team 4th Tues -- Care Team</p> <p>Monthly Meetings</p> <p>1st Mon - SIP 2nd Wed - Goal Teams 3rd Wed - Vertical Teams 4th Wed - Staff Meeting</p>	<ul style="list-style-type: none"> ● PBIS Monthly Discipline Tracker - used to identify the non-qualifying students for each reward and provide interventions for repetitive students with discipline.
The school and district administrative staff will provide professional development for teachers on understanding the North Carolina Standard Course of Study and developing both pacing and unit plans for all core subjects.	2015-16 school year	<ul style="list-style-type: none"> ● Walkthrough and observation data will indicate whether teachers are designing lessons around the content-standards and whether students are engaged in high-quality, research-based instruction. ● All ELA teachers will be turning in updated pacing guides every 9 weeks via Google Docs, that will be shared with our District Chief Academic Officer for Feedback. ● All math teachers will be turning in updated pacing guides every 9 weeks via Google Docs, that will be shared with our district math specialist.
The administrative team will provide monthly professional development during faculty meetings to meet identified teacher needs. The professional development will	2015-16 school year	<ul style="list-style-type: none"> ● Classroom Management Effectiveness Data - collected through school-adopted classroom management Google Form performed weekly by administrators for their assigned grade-level. Data will be used to create professional development for whole-staff, grade-level specific, and coaching opportunities.

be monitored through classroom walk throughs, follow-up activities in our monthly vertical meetings, and in our mid-year instructional check survey.		<ul style="list-style-type: none"> • Parent Satisfaction Survey - distributed in October, January, April, June. • Student Satisfaction Survey - distributed in October, January, April, June. • Business Partnership Interest Survey - used to collect information on how we can mutually work together.
Vertical content area teams will meet monthly to discuss vertical alignment, share instructional strategies, and collaborate on how to address content standards.	Monthly for the 2015-16 school year	<ul style="list-style-type: none"> • Vertical content meeting minutes will be captured in the Google Spreadsheet.
Benchmark Data will be used to		

Strategy 2: Change the Newton-Conover STEM Middle School daily bell schedule to build in time to address the specific differentiated needs of all students.

ACTION STEPS	TIMELINE	MONITORING PLAN
Implement a 35-minute daily What I Need Time (W.I.N.) time for student remediation and student enrichment. This time will be used for students to receive tutoring or differentiated instruction to meet their instructional needs geared towards all grade-level remediation math, reading, and science instruction.	2015-16 school year	<ul style="list-style-type: none"> • During Vertical Content Meetings, teachers will discuss how to best serve students during WIN. • Teachers will work to adjust students who need additional assistance and/or who have grown.

Genius Hour, PRIDE Time, Team Building Activities, and Intramurals will be implemented into the bell schedule to provide students with character education and an opportunity to research and present on topics of interest.	2015-16 school year	<ul style="list-style-type: none"> • Genius Hour will be monitored via Google Spreadsheet for projects, TEDTalk speeches in the class, Little TEDs Presentation in the spring. • Team Building activities will be monitored through grade-level meetings
Weekly club meetings will be implemented into the weekly schedule to provide students with more opportunities to connect with school through their passions and interests, service, and hands-on STEM opportunities	2015-16 school year	
Administrators, PBIS team, and grade-level teams will provide many lessons for Genius Hour and character-ed building.	2015-16 school year	<ul style="list-style-type: none"> • Google Document Folder has lessons for each area • Weekly classroom walkthroughs

Strategy 3: Provide focused materials and resources for teachers to further ensure the understanding of curriculum standards, rigor and the STEM concept.

ACTION STEPS	TIMELINE	MONITORING PLAN
The administrative staff will provide articles, PBIS strategies, STEM resources, and research-based best practices through weekly newsletter/emails to staff, weekly PLCs, and professional development.	Weekly for the 2015-2016 school year	<ul style="list-style-type: none"> • Feedback on classroom walkthroughs and formal observations will indicate whether teachers are utilizing these resources and how they are using resources
Administrators and teacher leaders will facilitate weekly PLCs, and each PLC will	Weekly for the 2015-2016 school year	<ul style="list-style-type: none"> • Feedback on classroom walkthroughs and formal

include an emphasis on PBIS strategies, STEM resources, and research-based best practices.		observations will indicate whether teachers are utilizing these resources and how they are using resources
STEM Team comprised of teacher leaders will help facilitate STEM integration into the classroom and support their grade-level or department-level teachers with concerns or questions.	2015-2016 school year	
Administrative team will provide individual conferencing on rigor and lesson design and provide coaching opportunities		
Co-teaching and modeling will be provided through instructional support staff.		
Quarterly STEM Connection Nights, two STEM Family Fun Night, Monthly STEM Challenges, and a business partner celebration social are planned to support curriculum integration with STEM.		
Added two makerspaces available for all teachers to use for projects aligned with content standards.		
Host two community versus students MakerSpace Challenges.		
New partnerships developed to		

encourage a deeper understanding of STEM at the teacher, school, and family level - new partners - City Farm Project, Farm Bureau, City Officials from Conover, CVCC, and Manufacturing Solutions Center.		
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Professional Development Opportunities

Training	Staff	Provider	Completion Date(s)	Funding Source
ELA Standards Alignment and Mapping	ELA Teachers	Heather Mullins	September 17-18 - Full training Individual and small group follow ups with individual teachers (yearlong) Spring Date for PD TBD	Title II & Local
Math Standards Alignment and Mapping	Math Teachers	Julia Styers	October 6-7, 2015	Local
Science Standards Alignment and Mapping	Science Teachers	Jessica Schouweiler	January 22, 2016	N/A

Social Studies Mapping and Standards Alignment	Social Studies Teachers	Rosanna Whisnant	January 22, 2016	N/A
Whole Brain Teaching (Classroom Management)	All Staff	Ashley Pack	Faculty Meetings - Ongoing Agenda Item	N/A
North Carolina New Schools Half-Day Trainings (Emphasis on Questioning and Collaboration)	Up to 15 Staff Members for Each Training	North Carolina New Schools	January 21 or 22 February 15 Spring Dates TBD	Local & NC New Schools Grant
Student Culture and Best Practices	All Staff	Counselors, EC Teachers, and ESL Teacher	January 2016	Local
Classroom Management for Teachers Through NCCS Behavior PLC	Identified Staff	Keisha Pritchard	Monthly Meetings from October 2015 - May 2016	Local
NCMLE	Selected Staff	NCDPI	March 2016	Local
NC New Schools Institute	NCMS Administrative Staff and Selected Teachers	North Carolina New Schools	June 2016	Local & NC New Schools Grant
Scaling STEM Conference	Principal and Four Selected Teachers	North Carolina New Schools	Spring 2016	Local & NC New Schools Grant
In State Study Visit	Principal and Three Selected Teachers	North Carolina New Schools	TBD	Local & NC New Schools Grant
NC New Schools Summer Institute	Team of Five Selected Staff	North Carolina New Schools	Summer 2016	Local & NC New Schools Grant

Eight Design Coach Service Visits	Principal and STEM Team	North Carolina New Schools	October 14, 2015 November 5, 2015 January 13, 2016 March 3, 2016 April 13, 2016 April 25, 2016 May 5, 2016	Local & NC New Schools Grant
Innovative Leaders Institute	Principal	North Carolina New Schools	TBD	Local & NC New Schools Grant
Six Leadership Coaching Sessions	Principal	North Carolina New Schools	November 5 January 14 April 25	Local & NC New Schools Grant
MTSS Visit	Principal	Brian Smith - NCCS Facilitator	October 27	
STEM HS Visit	Principal	North Carolina New Schools	October 29	Local & NC New Schools Grant
MTSS training	all staff	Principal/ Brian Smith	TBD	

Review Frequency: Quarterly

Assigned Implementation Team: School Administrators and District Office Administrators

What data will be used to determine whether the strategies were deployed with fidelity?

- Walkthrough and observation data will indicate whether teachers are designing lessons around the content-standards and whether students are engaged in high-quality, research-based instruction.
- Parent Satisfaction Survey - distributed in October, January, April, June.
- Student Satisfaction Survey - distributed in October, January, April, June.
- Classroom Management Effectiveness Data - collected through school-adopted classroom management Google Form

performed weekly by administrators for their assigned grade-level. Data will be used to create professional development for whole-staff, grade-level specific, and coaching opportunities.

- Business Partnership Interest Survey - used to collect information on how we can mutually work together.
- PBIS Monthly Discipline Tracker - used to identify the non-qualifying students for each reward and provide interventions for repetitive students with discipline.
- Care Team Data by grade-level will be used to monitor at-risk students and to being the MTSS process for supporting these individuals.
- Goal Team and S.I.T. team surveys and feedback.

How will you determine whether or not the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

- Case 21 Benchmark assessments are administered three times during the school year. Case 21 data will provide a breakdown of how students perform on specific standards within the content area, how they performed on types of texts, how they performed on Webb's Depth of Knowledge (DOK) levels. During PLCs, administrators will work with teachers to disaggregate this data to determine what areas show improvement, areas of teacher and student strength, and areas for improvement. These areas will be addressed by the appropriate content-experts to provide additional layers of support when necessary.
- Cohort EOG data from 2015-16 will be compared with the data from 2014-15 to determine whether students demonstrated growth in terms of GLP and CCR from the previous year to the current year.
- EOG grade-level proficiency will be measured against the same grade level in the previous year to assess whether or not significant gains are evident.
- Teacher EVAAS Growth data (available in October 2016) will be reviewed to determine teacher growth for the 2015-16 school year.
- School Level EVAAS Growth data (available in August 2016) will be reviewed to determine teacher growth for the 2015-16 school year.

School Improvement Plan Goal - Monitoring and Adjustments

Date	What does data show regarding the results of	Based on identified results, should or how
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	implemented strategies?	should strategies be changed?
November 2015	Add notes here for each benchmark.	Add notes here for each benchmark.
February 2016	Add notes here for each benchmark.	Add notes here for each benchmark.
April 2016	Add notes here for each benchmark.	Add notes here for each benchmark.
June 2016	Add notes here for each benchmark.	Add notes here for each benchmark.

Priority 3.2 Goal and Associated Strategies

Area of Improvement: Newton-Conover STEM Middle School students had over 1,200 discipline referrals during the spring semester of 2015. Students who are not in class did not receive instruction that met their academic needs. Over 2,400 referrals were processed for the year.

SMART Goal: Newton-Conover STEM Middle School will develop and implement a framework to promote student engagement, positive behavior and high expectations through PBIS so that discipline referrals will decrease by 40% as measured by monthly and yearly discipline data comparisons.

Target/Date: 40% decrease of office referrals by June 30, 2016	Benchmark Indicators: Monthly, quarterly, and yearly comparative referral data	District Indicator: End-of-year comparative referral data
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Strategy 1: Fully implement PBIS Framework and principles with fidelity throughout the school year.

Action Steps:

- Create and post expectations.
- Train staff on the deployment of expectations for PBIS.
- PBIS expectation lessons were taught the first five days of school each with a different reward for all students.
 - Every 3 weeks there is a reward for qualifying students, a qualified student is someone who hasn't had ISS, OSS, or bus discipline during the designated review area. There are 5 mini reward days and 4 major reward days scheduled.
 - All non-qualifying students during any reward will attend a social skills, teamwork, or motivating presentation/speaker during this reward.
 - All staff distribute tickets to students who model the PBIS expectations, the student and staff member giving the ticket each write their name on it for a weekly drawing with prizes.
- Create and implement mini rewards every three weeks and major rewards each quarter.
- Reward students and staff weekly through the daily classroom management ticket system.
- Monitor student behaviors through Class Dojo or a team's agreed upon monitoring system.
- Use Google Forms to refer major offenses

- Use the “bump” system and phone call home for minor offenses
- Provide professional development on student engagement and classroom and behavior management
- Student of the month and teacher of the month have a bulletin board and a Google Form for nominations that can be submitted from community members, students, parents, other teachers.

Strategy 2: Establish and implement Cares Team and MTSS Team to address issues impeding success.

Action Steps:

- Select members for **Cares** Team and provide training on MTSS
- All grade levels will meet with **Cares** Team every three weeks to discuss students at risk and strategy progression.
- Develop protocols for phone calls home and building relationships with students.
- **Cares** Team will work with EC Department and teachers to develop behavior plans for identified students who need behavior interventions.
- Develop PEPs with strategies for students who are not being successful and monitor those PEPs through both grade-level teams and **Cares** Team
- Refer students to MTSS who are not successful with PEP strategies.
- MTSS Team will monitor Tier 2 and 3 progress and assist teachers with progress monitoring practices
- Tier 3 students will meet weekly with a guidance counselor.

Strategy 3: Reduce Opportunities for negative behaviors school-wide.

Action Steps:

- Put teacher monitoring protocols in place
- Reduce transition time in the master schedule
- Develop team communication procedures for behaviors in halls, bathrooms, and other transitions (hall passes, etc.)
- Implement morning, afternoon, and classroom transition duty schedule is followed to fidelity
- Help teachers be able to identify best-practices to Increase rigor in the classroom
- Set an expectation of bell-to-bell instruction
- Implement Bully Plan and proper procedures for conflict resolution
- Implement plans for repetitive offenders to meet with Guidance Counselors weekly
- Implement WIN time for all students to receive individualized instruction

- Implement clubs to provide another opportunity for students to connect with school
- Implement PRIDE Time to address character education and social and emotional awareness

Professional Development Opportunities

Training/Meetings	Staff	Provider/Facilitator	Completion Date(s)	Funding Source
PBIS Guidelines and Procedures	All Staff	Ashley Pack and PBIS Team	August 19, 2015	N/A
Cares Team Training	Cares Team Members - Principal	6th grade team 7th grade team 8th grade team ----- Admins, counselors, SRO, Nurse, Data Manager	September 8, 2015 September 15, 2015 September 22, 2015	N/A
Cares Team Meeting	Cares Team Facilitator	6th grade team 7th grade team 8th grade team ----- Admins, counselors, SRO, Nurse, Data Manager	Monthly	N/A
MTSS Team Orientation and Training	MTSS Team	Brian Smith and Amanda McRary	TBD	N/A
Whole-Brain Teaching	All Staff	Ashley Pack	Every 4th Wednesday of the Month - a strategy will be shared	N/A
Goal Team Meetings	All Staff	All Staff	Every 2nd Wednesday	N/A

			of the month	
Data PLCs	All Staff	All Staff	Every 1st Tuesday of the month	N/A
Classroom Management PLCs	Principal	All Staff	October 6, 2015 October 28, 2015	N/A

Review Frequency: Quarterly

Assigned Implementation Team:

- Cares Team includes: Marillia Carter (data manager), Jeanne Brannock (counselor), Katrina Palozzi (counselor), Officer Baker (SRO), Nurse Terri Curtis (nurse), Dr. Rosanna Whisnant (principal), Ashley Pack (Athletic Director/Assistant Principal), Jessica Schouweiler (STEM Coordinator/Assistant Principal), Brian Smith (MTSS District Facilitator and Professional Development Facilitator), Tammy Barrow (Behavior Program Specialist/Autism Coordinator/Behavior Classroom Teacher), and all core teachers.
- MTSS Team includes all instructional Newton-Conover STEM Middle School Staff.

What data will be used to determine whether the strategies were deployed with fidelity?

- Discipline data from referrals - will tell us the following:
 - Compare data from month to month, from the previous year
 - Data will be dissected and reviewed to analyze the following: sub-groups, grade-level, type of incident, location of incident, teacher submission, gender, team, by type of PBIS strategy not being followed, and by consequence for type of incident.
 - Counselor and EC data will be included for all repetitive offenders in helping support students in the classroom or to transition to the behavior classroom setting.
- Cares Spreadsheets will be made to track students who are discussed by grade-level to support the students. Data information includes: gender, race, birth date, successful strategies, grades, attendance, teacher contact, and other notes.
- MTSS data includes: PEPs, all Tier 2 and 3 paperwork, and Care Team spreadsheet data by grade-level

- Classroom Management Classroom Walk through Google Form data, District Classroom Walk through Google Form data
- SIT Monthly Meeting Minutes

How will you determine whether or not the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

- Compare data from month to month, from the previous year
- Cares Spreadsheets will be analyzed to determine whether supports and interventions met students' needs
- Data from Classroom Walkthroughs will be used to monitor progression towards individual teacher goals.

School Improvement Plan Goal - Monitoring and Adjustments

Date	What does data show regarding the results of implemented strategies?	Based on identified results, should or how should strategies be changed?
November 2015	Add notes here for each benchmark.	Add notes here for each benchmark.
February 2016	Add notes here for each benchmark.	Add notes here for each benchmark.
April 2016	Add notes here for each benchmark.	Add notes here for each benchmark.
June 2016	Add notes here for each benchmark.	Add notes here for each benchmark.

Newton-Conover City Schools' District Plan to Improve School Performance Grade and Improve Low Growth Scores

Newton-Conover Middle School received a School Performance Grade of D and did not make expected growth during the 2014-2015 school year. To address both low performance and lack of growth, the Newton-Conover City Schools superintendent and central office support staff has put into place the following measures:

- **New Administrative Team:** The 2014-15 Newton-Conover Middle School Principal was replaced for the 2015-2016 school year with an experienced middle school principal with a proven history of success. The school also hired two new assistant principals. Last year, the school had one assistant principal who is now no longer with the school. The district made the commitment to add an additional assistant principal for the 2015-16 school year.
- **Change to End-of-Grade Testing Parameters:** During the 2014-2015 school year, EOG scores were not counted toward student grades. Following testing, an investigation revealed that many students at the middle school did not take assessments seriously and admitted to not giving their best effort. During the 2015-2016 school year, EOGs will count as 20% of the student's final grade. Furthermore, most ELA and math EOGs were given at the end of the testing window after all NCFEs. During the 2015-2016 school year, ELA and math EOGs will be administered at the beginning of the testing window.
- **Redesigned the School as a STEM School:** In a one-year preparation for implementation, the district spent the 2014-15 school year working with Newton-Conover Middle School to develop a STEM Team and plan for STEM implementation during the 2015-16 school year. The STEM Team attended NCCAT to plan for the transition. The district contracted with Amy Bradley, Director of The Patterson Science Center in Caldwell County for professional development support and planning as well. Throughout the 2014-15 school year, the district planned with North Carolina New Schools to support the transition. The district committed to hiring a STEM Coordinator/AP to support the instructional transition. The Chief Academic Officer led the STEM Team through steps and phases of transition. The district provided a Grant Writing Workshop and worked with school leadership to develop business partnerships. [Click here](#) to access the full timeline and links to specific trainings, events, etc. This redesign consisted of ongoing professional development, which is listed in the document linked above.
- **Partnership with North Carolina New Schools:** The central office administration has partnered with North Carolina New Schools to provide instructional support and leadership coaching to the leadership and faculty of Newton-Conover Middle

School. The administrative staff and teachers will receive a variety of opportunities for training, coaching, and professional development. The district has funded this initiative to support instructional improvement. (See contract at end of document.)

- **Commitment to Standards-Based Professional Development:** Central Office and Site-Based Curriculum Leaders are conducting professional development centered around understanding the North Carolina Standard Course of Study. Trainings provided offer an in-depth look at standards, Webb's Depth of Knowledge, and aligning instruction to standards. The two-day English Language Arts Training from September 2015 can be found [here](#). The two-day Math Training from October 2015 can be found [here](#).
- **Monthly Behavior PLC:** The district is offering monthly classroom management and behavioral support for teachers identified by the principal as needing an additional layer of support in these areas.
- **Buck Institute PBL Training:** The district also funded Project-Based Learning training for the entire staff at Newton-Conover Middle School in June 2015. The goal of this training was to provide staff with the opportunity to learn about making content and curriculum standards relevant to students and provide them with opportunities to engage with the standards through student-centered approaches and problem-solving.
- **Media Center Redesign:** The district has hired a new media specialist at Newton-Conover Middle School who has served as a K-5 teacher, a K-12 AIG Specialist, a middle school administrator, and a high school administrator. This educator is a technology innovator and understands that the functionality of a 21st century media center is more than a place to check out books. This gifted educator with a background in administration and AIG will provide additional instructional support and guidance as well as redesign the media center to be more of a research-oriented space for multi-faceted use including makerspace.
- **Innovative Grants:** The district is funding several grant projects at Newton-Conover Middle School this year designed to increase student engagement and help connect students to school. Funded grants include:
 - **At-Risk Adrenaline:** This grant will provide 20 at-risk students with the opportunity to build BMX bikes, learn about bike safety, and race the bikes all in an afterschool program designed to help NCMS staff connect with students and build relationships. Students will be engaged in this STEM-based partnership between the school and a local bike shop.
 - **Little TED Showcase:** NCMS 6th and 7th grade students will be using their Genius Hour time weekly to study and learn about their passions. This grant will fund an event where the best presentations will be vetted by a committee, voted on by the students and presented at Lenoir-Rhyne University for an audience of parents, board members, students, business partners, and community members.
 - **Diggin' Deep - Gardening and Composting for a Sustainable NCMS!:** This grant will focus on healthy eating, soil management, and waste management. NCMS science teachers will be working with community partners to provide

real-world opportunities for students to engage with science through visits to a nursery, the farmer's market, and waste management sites. Students will learn about composting and will work with the NCMS cafeteria to develop a composting plan for the school. Students will also grow and donate produce through this grant.

- **To Infinity and Beyond...or at least 850 feet:** Aligned with seventh grade curriculum, this grant will provide an opportunity for students to enter a rocketry competition where they will be judged on the quality of the rocket they build and its performance. For students interested in rocketry not in seventh grade, club time will allow interested students to participate in two types of rocket development.
- **Mount Red Devil:** NCMS will receive an artificial rock climbing wall in their gym through this grant. Students can engage in competitions and in strength training in physical education courses, during club time, or as a part of grade-level events.
- **Media Center Think Tanks:** The media center will be outfitted with four think tank areas. Each area will have a mounted 32" TV with Chromecast. Students will use existing Chromebooks to share their collaborative work.
- **MakerSpace Upgrade:** This grant will support the media center in upgrading the makerspace to include items to appeal to a wide variety of interests. The additions include a Lego wall, Connects, and mini-Rubik's Cubes to provide students with an opportunity to create a variety of images and patterns. The goal is to encourage more students to use the media center and to find opportunities to create, make, and express themselves before and after school and during clubs or Genius Hour.
- **Beginning Teacher Support Meetings and Mentoring:** The district provides part-time mentors, paid out of Title II, to support beginning teachers each week. These mentors were highly successful classroom teachers who continue to see professional development and keep up to date with instructional practices to support classroom teachers in their own classrooms. District-level directors, led by the Chief Academic Officer (CAO), provide all beginning teachers with [BT Boot Camp](#) for five days prior to the start of school and [monthly beginning teacher support meetings](#). The CAO, Director of Elementary Education, Director of High Schools, Director of Exceptional Children, and RtI Facilitator plan and facilitate these learning sessions.
- **Case 21 Benchmark Assessments:** The district provides [Case 21 Benchmark Assessments](#) and data review sessions for administrators after each benchmark. The district will also provide the benchmarks online for any grade level and content area that takes EOGs online to provide students with the opportunity to become more familiar with the test format.
- **Lenoir-Rhyne College Day Visit for Middle School Students:** The district pays for a college day visit and football game for all 7th and 8th grade students who wish to attend to increase interest in attending a university on October 11, 2015. The yearly trip includes a campus tour with college athletes and a presentation of college mentality. They are recognized at the football game.

- **EduCam Camera and Audio Enhancement System:** Newton-Conover Middle School currently has an EduCam camera and audio enhancement system installed in 8 classrooms. The district has contracted for 17 additional systems to be installed in all core classroom. The system provides uses Safari Montage software to provide a VIEW (Video Interactive Education Window). The system provides a fully integrated audio and video solution for use in the classroom. The system can be used to support self-evaluation, distance coaching, and best practices. Furthermore, homebound students or students in in-school suspension are provided with an IP address and can watch their classes take place in real-time. Now, students who make poor choices do not miss important instruction. Enhanced classroom audio for teachers and students allows teachers to wear a fob around their neck to enhance their voice throughout the classroom. A panic button on the fob backs up video for 15 minutes and begins recording to minimize investigations and promote safety. Recording only takes place with teacher permission.
- **Collaboration for Schedule Change:** The new NCMS principal had a vision to change the lunch schedule to provide more remediation time and to minimize disruptions during lunch. The district provided additional cafeteria tables and chairs as well as coordinated with the fire marshal, building inspector, and safety officials to ensure that the schedule modification would not compromise student safety of cafeteria efficiency. The result was more time for student learning.
- **Rtl Process:** The district is bringing the Rtl process to the middle school this year. Previously, the middle school used the Instructional Consultative Model. Beginning this year, Rtl will be a part of the MTSS process, along with PBIS, at the school. The district is supporting this process by providing training and implementation support from the district level.
- **Partnership with Catawba Valley Community College:** The superintendent has forged a partnership with CVCC to improve the understanding the skills gap and aligning quality instruction to career and accrediting pathways. CVCC is meeting with the superintendent and Director of CTE to audit the CTE programming at Newton-Conover Middle School to determine areas for alignment, credentialing, and increased rigor. The goal is to develop pathways, beginning in middle school, to lead students to their future careers. The president of CVCC also wants to develop a plan for mobile, satellite classrooms on our middle school campus to give students an opportunity to engage in real-world curriculum and content aligned to careers in our area.
- **Welcome Center for Non-English Speaking Families:** The students and families of Newton-Conover Middle School will now be served by a new welcome center that will provide Spanish-speaking families with support regarding school information, community resources, and outreach.
- **Revisited our District Classroom Walkthrough Document:** Upon review of the district vision for core instruction, the district classroom walkthrough document has been revised to include Webb's Depth of Knowledge, levels and evidence of differentiation. Other components were revised from the walkthrough already in place from the 2014-15 school year.

Principals and district level leaders review data quarterly from walkthroughs. Click [here](#) to access a copy of this year's [classroom walkthrough document](#).

- **Addition of LMS and Additional Training:** Newton-Conover City Schools adopted Canvas as an LMS during the second semester of the 2014-15 school year. Teachers received professional development on how to use Canvas to provide instructional resources, facilitate instruction, and provide students with an online platform for learning.
- **Business and Community Partnerships:** Mayor Pro-Tem of Conover worked with seventh grade students to write an environmental grant. Community and business leaders are supporting the school through participation in STEM Family Connection Nights and STEM Student-Business Challenges.
- **Technology Initiative at Newton-Conover Middle School:** The technology focus for the district will be to add devices at Newton-Conover Middle School. The Director of Technology is developing a survey for staff and students to gain more insight as to which devices will best support the students' and teachers' needs.
- **ITEST Grant:** Newton-Conover City Schools is partnering with UNC-Charlotte to submit an ITEST Grant to support STEM and professional development at NCMS. The grant will be submitted in November 2015.



Proposed Program of Service for Newton-Conover City Schools
Newton-Conover Middle School

June 9, 2015

This proposal outlines a program of service for the 2015-2016 school year for Newton-Conover Middle School. Supports will begin on July 1, 2015 and conclude by June 30, 2016.

North Carolina New Schools is North Carolina's premier provider of educational talent development services. Our approach is based upon an intensive continuous improvement model and powerful instructional strategies that sustainably advance teacher and administrator effectiveness resulting in improved student, school and district achievement.

The research-based and field-tested tools included in this program of services have been demonstrated to:

- Increase teacher and administrator capacity and effectiveness;
- Accelerate teacher and administrator career growth;
- Increase student engagement;
- Improve student performance on assessments; and
- Improve student graduation rates.

All schools that are partners with North Carolina New Schools follow a proven set of strategies - or Design Principles - that guide our work and provide a foundation for growth:

- **Ready for College:** Partner schools are characterized by the pervasive, transparent, and consistent understanding that the school exists for the purpose of preparing all students for college and work. They maintain a common set of high standards for every student to overcome the harmful consequences of tracking and sorting.
- **Require Powerful Teaching and Learning:** Partner schools are characterized by the presence of commonly held standards for high quality instructional practice. Teachers in these schools design rigorous instruction that ensures the development of critical thinking, application and problem solving skills often neglected in traditional settings.
- **Personalization:** Staff in partner schools understand that knowing students well is an essential condition of helping them achieve academically. These high schools ensure adults leverage knowledge of students in order to improve student learning.

- **Leadership:** Staff in partner schools work to develop a shared mission for their school and work actively as agents of change, sharing leadership for improved student outcomes in a culture of high expectations for all students.
- **Purposeful Design:** Partner schools are designed to create the conditions that ensure the other five design principles: ready for college, powerful teaching and learning, personalization, leadership and redefined professionalism. The organization of time, space, and the allocation of resources ensures that these best practices become common practice.

Program of Services

Leadership Support Services

NC Center for Educational Leadership (NCCEL)

The North Carolina Center for Educational Leadership (NCCEL), centers on the NC New Schools Design Principle - Leadership. The Leadership Design Principle focuses on empowering leaders and staff to develop a shared mission, serve as agents of change, share leadership and cultivate a culture of high expectations for all students. Through assessment, common supports, and differentiated supports, leadership development is distinguished as an ongoing process of learning, support and facilitated practice. NCCEL collaborates with the Center for Creative Leadership to improve each principal's effectiveness by diagnosing leadership competencies and personalizing leadership supports. The ultimate goals are to help leaders support high quality, rigorous instruction in schools and create a positive school climate that will improve student learning and prepare all students for college, careers, and life.

NCCEL services delivered through this program include the following.

- Leadership Coaching
6 sessions delivered to principal.
In order to meet the diverse challenges of leading innovative high schools, principals need consistent mentoring and support from experienced and reform-minded educational leaders. Using both quantitative and qualitative data, principals partner with coaches to create individual development plans that support the growth of the school leader.
- Innovative Leaders Institute
Principal attends for two days during fall 2015.
The Innovative Leaders Institute provides principals and district leaders with the opportunity to develop an understanding of the NC New Schools Design Principles.

Teacher Support Services

New Teacher Institute

School team of three teachers attend in fall 2015.

The New Teacher Institute provides principals and teachers new to the NC New Schools network the opportunity to develop an understanding of a set of strategies that help students read, write, think, and talk in every class, every day. This will lay the groundwork for all teachers to norm around a defined set of classroom strategies that consistently improve student performance.

Custom Profession Learning

Four half-day workshops delivered onsite for up to 15 participants.

The purpose and outcomes of each workshop will be determined by Newton-Conover Middle School and NC New Schools staff. These workshops will introduce school leaders and teachers to NC New Schools Design Principles and aligned instructional strategies that help students read, write, think and talk in every class, every day.

Professional Learning and Networking

In-state Study Visit

Up to four participants including the principal attend in either fall 2015 or spring 2016.

NC New Schools study visits take participants beyond theory to witness ideas in action at established in-state model schools that demonstrate fully implemented NC New Schools Design Principles. Using the NC New Schools Design Principles as a framework, visitors investigate the possibilities of innovation that graduate students ready for college, careers, and citizenship. Study visits are framed by intensive seminars before and after the school visits to help participants establish a focus for the visit, create questions for data collection, learn more about the context of the schools and make sense of their experiences. In addition to observing classrooms focused on Powerful Teaching and Learning and Redefined Professionalism, visitors will participate in collaborative discussions with the teachers and students around school culture, student engagement and other participant-identified areas of interest.

Scaling STEM Conference

School team of four including the principal attends in spring 2016.

The Scaling STEM: Strategies That Engage Minds conference is an opportunity for all schools in our network to learn from experts from across the state and nation and with each other to advance STEM education for all. Quality STEM education prepares all students to thrive in the modern economy, not just future scientists or engineers. Increasingly, graduates require more flexible and adaptable competence in math, science and technology. They will need to design and communicate solutions to problems throughout their personal and professional lives. STEM education provides the foundation for college, work and life that must be the mission of all North Carolina schools.

Summer Institute serves as a bridge for learning and building community, connecting teams from innovative schools across the state as they share successes, learn promising practices, and plan next steps. Highlights include facilitated team time for reflection and planning, opportunities to hear nationally known keynote speakers and state leaders in education, and networking among principals, teachers, counselors, college liaisons and community college and district office leaders.

Design and Sustainability

NC New Schools School Design Coach

8 sessions delivered to principal and STEM team.

A NC New Schools School Design Coach will provide the principal and STEM team with customized technical assistance and support for redesigning the STEM middle school. This service is tailored to the specific needs of the planning team through a combination of on-site visits paired with verbal and written communications.

Estimated Costs

Designated fees to be paid by school district; the school district is responsible for all substitutes, travel, meals, and overnight accommodations.

The program of services is internally evaluated and refined annually. Changes will be communicated prior to the start of each school year.

Cost estimates are valid for 60 days.

NC New Schools Supports and Services	Fees
<i>Leadership Support Services</i>	<i>\$5,900</i>
<i>Teacher Support Services</i>	<i>\$4,200</i>
<i>Professional Learning and Networking</i>	<i>\$7,270</i>
<i>Design and Sustainability</i>	<i>\$8,000</i>
<i>Annual Total</i>	<i>\$25,370</i>
NC New Schools Commitment	\$14,385
District Commitment	\$10,985

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.

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Appendix A

Appendix A.1 NCMS SIP Sub-Goals 2015-2016 Planning Cycle

(PLAN) Team Smart Goal	(DO) Action Steps	Resources Required/Funding Sources	(Study) Person(s) Responsible or committee	What Data sources will be used to support effectiveness
1.1a 6th Grade Math: Increase the proficiency so that the average will increase to state average being at least 48.5 (state average for 2014-15) by June 2016 as measured by EOG scores.	<ul style="list-style-type: none"> • Use Engage NY and SchoolNet for building assessments and planning instruction • Work as a grade-level team to develop classroom and department smart goals according to Case21 Benchmarks. • Work in Vertical Content monthly meetings to align instructional practices and vocabulary • Use strategies from the professional development provided 	<ul style="list-style-type: none"> • Internet Access • Schoolnet & Engage NY • Meeting time for Vertical Content Meetings • Case21 Benchmark assessments 	Grade-level and content-specific teachers, Admin., Goal Team	Case21 Benchmarks, and EOG/EOC
1.1b 6th Grade ELA Increase the proficiency so that the average will increase to state average being at least 57.2 (state average for 2014-15) by June 2016 as measured by EOG scores.	<ul style="list-style-type: none"> • Use Engage NY and SchoolNet for building assessments and planning instruction • Work as a grade-level team to develop classroom and department smart goals according to Case21 Benchmarks. • Work in Vertical Content monthly meetings to align instructional practices and 	<ul style="list-style-type: none"> • Internet Access • Schoolnet & Engage NY • Meeting time for Vertical Content Meetings • Case21 Benchmark assessments 	Grade-level and content-specific teachers, Admin., Goal Team	Case21 Benchmarks, and EOG/EOC

	<ul style="list-style-type: none"> vocabulary Use strategies from the professional development provided 			
1.1c 7th Grade Math Increase the proficiency so that the average will increase to state average being at least 46.9 (state average for 2014-15) by June 2016 as measured by EOG scores.	Same as 6th Grade Math.			
1.1d 7th Grade ELA Increase the proficiency so that the average will increase to state average being at least 56.1 (state average for 2014-15) by June 2016 as measured by EOG scores.	Same as 6th Grade ELA.			
1.1e 8th Grade Math Increase the proficiency so that the average will increase to state average being at least 43.2 (state average for 2014-15) by June 2016 as measured by EOG scores.	Same as 6th Grade Math.			
1.1f 8th Grade ELA Increase the proficiency so that the average will increase to state average being at least 53.4 (state average for 2014-15) by June 2016 as measured by EOG scores.	Same as 6th Grade ELA.			
1.1g 8th Grade Science Increase the proficiency so that the average will increase to state average being at least 72.6 (state average for 2014-15) by June 2016 as	<ul style="list-style-type: none"> Create and use common lesson plans and formative assessments. Work as a grade-level team to develop classroom and department smart goals 	<ul style="list-style-type: none"> Internet Access Schoolnet Meeting time for Vertical Content Meetings Case21 	Grade-level and content-specific teachers, Admin., Goal Team	Case21 Benchmarks, and EOGs

measured by EOG scores.	<p>according to Case21 Benchmarks.</p> <ul style="list-style-type: none"> • Work in Vertical Content monthly meetings to align instructional practices and vocabulary. • Use instructional strategies gained in PD day (Jan. 22nd) in the classroom. 	Benchmark assessments		
<p>1.1.h 8th Grade Math I</p> <p>Increase the proficiency so that the average will increase to state average being at least 449.9 (state developmental scale score for 2014-15) by June 2016 as measured by EOG scores.</p>	Same as 6th Grade Math.			

Appendix B

Appendix B.1 6th ELA Grade Case21 Data

6th Grade ELA - Year to Year					
				Non-Cohort	Cohort
Category	2014-15 Current 6th Graders	2014-15 Current 7th Graders	2015-16	Difference Column D - Column C (same row)	Difference Column D - Column B (same row)
Overall %	52.8	42.9	47.9	5	-4.9
DOK 1	2.8	2.3	2.4	0.1	-0.4
DOK 2	2.6	2.5	2.5	0	-0.1
DOK 3	2.4	3	3.1	0.1	0.7
Reading Lit	2.5	3.2	2.6	-0.6	0.1
Reading Info	2.4	2.3	2.7	0.4	0.3
Language	3.3	2.2	2.2	0	-1.1
Fiction	2.7	3	2.6	-0.4	-0.1
Non-Fiction/Inform			3.1		
Poetry			2.7	2.7	
Science	2.4	2.3	2.4	0.1	0
Social St.	2.7	2.8			-2.7
Tech	3.2	2	2.7	0.7	-0.5

Appendix B.2 6th Grade Math Case21 Data

6th Grade Math Year to Year							
						Non-Cohort	Cohort
Category	2014-15 Current 7th Graders	Category	2014-15 Current 6th Graders	Category	2015-16	Difference Column L - Column H (same row)	Difference Column L - Column J (same row)
Overall %	46.2	Overall %	45.5	Overall %	58.7	12.5	13.2
DOK 1	3.3	DOK 1	3.5	DOK 1	2.8	-0.5	-0.7
DOK 2	2.7	DOK 2	2.3	DOK 2	2.6	-0.1	0.3
DOK 3	2.3	DOK 3	2.5	DOK 3	3.2	0.9	0.7
NS. 1	2.1	oa.1	3.8	RP.A 1	2.8		
NS.2	3.9	nbt.1	2.4	RPA2	2.6		
NS.3	2.5	nbt.3	3.4	RPA 3A	4.2		
NS.4	3.7	nbt.4	3.1	RPA 3b	2.6		
NS.5	3.1	nbr.7	3.2	RPA 3c	2.5		
NS.7	2.1	nf.1	1.3	RPA 3d	1.9		
		md.1	1.8				

Appendix B.3 7th Grade ELA Case21 Data

7th Grade ELA Year to Year			
Category	2014-15 How they did as 6th Graders	2015-16 Current 7th	Cohort Difference
Overall %	42.9	44.3	1.4
DOK 1	2.3	3.1	0.8
DOK 2	2.5	2.4	-0.1
DOK 3	3	1.7	-1.3
Reading Lit	3.2	2	-1.2
Reading Info	2.3	2.2	-0.1
Language	2.2	3.2	1
Fiction	3	2.5	-0.5
Non-Fiction/Inform		1.9	
Poetry	2.9	2.3	-0.6
Science	2.3	3.2	0.9
Social St.	2.8	2.8	0
Tech	2		

Appendix B.4 7th Grade Math Case21 Data

7th Grade Math Year to Year				
Category	2014-15 How they did as 6th Graders	Category	2015-16 Current 7th	Cohort Difference
Overall %	46.2	Overall %	55	8.8
DOK 1	3.3	DOK 1	2.1	-1.2
DOK 2	2.7	DOK 2	2.7	0
DOK 3	2.3	DOK 3	2.4	0.1
NS. 1	2.1	NSA 1	2.4	0.3
NS.2	3.9	NSA 2	2.8	-1.1
NS.3	2.5	NSA 3	4.2	1.7
NS.4	3.7	SPA 1 & 2	2.6	
NS.5	3.1	SPA 3 & 4	2.5	
NS.7	2.1			

Appendix B.5 8th Grade ELA Case21 Data

8th Grade ELA Year to Year			
Category	2014-15 How they did as 7th Graders	2015-16 Current 8th	Cohort Difference
Overall %	42.4	43.6	1.2
DOK 1	3	2.7	-0.3
DOK 2	2.6	2.3	-0.3
DOK 3	2.3	2.2	-0.1
Reading Lit	2.6	2.9	0.3
Reading Info	2.3	2.1	-0.2
Language	3	2.4	-0.6
Fiction	2.1	3.4	1.3
NonFiction/Informal	2.9		
Poetry	3.5	2	-1.5
Science	1.9	2.3	0.4
Social St.		2.3	
Tech		0	

Appendix B.6 8th Grade Math Case21 Data

8th Grade Math Year to Year				
Category	2014-15 How they did as 7th Graders	Overall %	2015-16 Current 8th	Cohort Difference
Overall %	44.1	DOK 1	46.5	2.4
DOK 1	2.8	DOK 2	2.1	-0.7
DOK 2	2.1	DOK 3	1.9	-0.2
DOK 3	3.6	NS. 1	3.2	-0.4
NS. 1	2.9	NS.2	3.3	0.4
NS.2	2.2	eea.1	1.6	
NS.3	2.9	eea.2	2.4	
EE.1	2.1	eea.3	2.4	-0.7
EE.3	3.1	eea.4	2.7	0.8
EE.4	1.9	eea.7a	1.6	
		eea.7b	1.3	

Appendix B.7 8th Grade Science Case21 Data

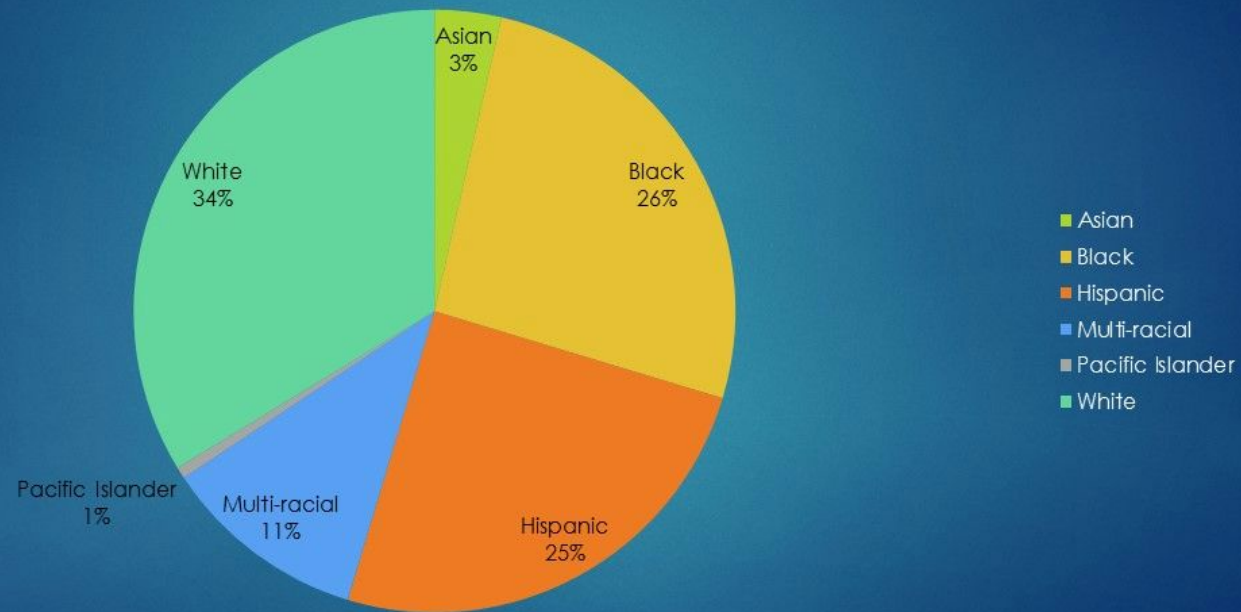
8th Grade Science Year to Year				
Category	2014-15 How they did as 8th Graders	Category	2015-16 Current 8th	Year - Year Difference
Overall %	42.4	Overall %	52.2	9.8
DOK 1	2.5	DOK 1	3.1	0.6
DOK 2	2.8	DOK 2	2.6	-0.2
DOK 3	2.3	DOK 3	2.6	0.3
e1.1	2.4	L1.1	2.8	
e1.2	2.5	L1.2	2.7	
e1.3	2.9	L2.1	3.2	
e1.4	2.8	L5.1	1.8	
p1.1	2.7	L5.2	3.4	
p1.2	3.5			
p1.3	2.5			
p1.4	2.8			

Appendix C

Appendix C.1 Office Referrals by Ethnicity

Office Referrals By Ethnicity

** Reported in Power School



Some Quick Facts:

- ▶ The data shows that African American students were two times as likely to receive office referrals when compared to all other ethnic groups at NCMS.

Out of 81 African American students 36 of those students are male and 45 female. Out of the 168 office referrals that African American students accounted for, 119 of those were male and 49 female.

- ▶ Five AA students accounted for 58 of the 119 office referrals. Two were referred to Judges in Schools and will start the year in that program. One was referred to Core Academy.
- ▶ Male African American students accounted for 18% of the schools office referrals, 9% of which came from those five specific male students.
- ▶ Out of all the students that received office referrals, 12 students received 128 office referrals, accounting for 20% of the office referral at NCMS.
 - ▶ Of these twelve students three of them are no longer enrolled at NCMS and they received 6% (39) of the office referrals at NCMS.

****All of this reflects the discipline information recorded in Power School**